

ADULT EDUCATION TERMS & DEFINITIONS

1. **Adult Basic Education (ABE)** Instruction provided to adults who function below the ninth grade equivalent level in English, reading, and/or mathematics. Adult Basic Education consists of five levels (see table) as defined by the National Reporting System including:
 - Beginning Literacy
 - Beginning Basic Education
 - Low Intermediate
 - High Intermediate
2. **Adult Education** Instruction provided to adult students that is geared toward earning a high school diploma or GED, improving reading, writing, and/or math skills, learning English, earning citizenship, increasing family literacy, and gaining or improving employment
3. **Adult Education and Family Literacy Act of 1998** See Workforce Investment Act
4. **Adult Learning Plan (ALP)**
5. **Adult Secondary Education** Instruction through which adult students receive high school credit that leads to the award of a high school diploma or course of instruction through which a student prepares to take the General Educational Development (GED) test. Adult Secondary Education consists of two levels (see table) as defined by the National Reporting System including:
 - Low Adult Secondary Education
 - High Adult Secondary Education
6. **Adult with Disability** An individual who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment, and who requires modifications to the educational program, adaptive equipment, or specialized instructional methods and services in order to participate in workforce development programs that lead to competitive employment
7. **Assessment** Standardized procedures approved by the state which enable local providers to determine students' educational functioning levels. These procedures are used to determine initial placement, develop appropriate instructional plans, and determine progress and educational attainment levels of students served in adult education programs through the use of state approved tests of record.
8. **Attendance** The presence of a participant on scheduled school days under the guidance and direction of a certificated teacher

9. **Benchmark** Knowledge or discrete skills achieved at a specific level of instruction or individual skills the student should achieve at the end of a developmental level.
10. **Building/Program Alpha List** Alphabetized listing by grade of all participants in each building who are eligible for membership
11. **Categorical Funding** Funding identified (line-item) for use for a specific project, program, or target population
12. **Certified/Certificated Teachers** Instructors authorized to teach in Michigan; therefore, holding a valid Michigan teaching certificate, authorization, or permit
13. **Citizenship Classes** Instruction designed to prepare students for success in the Naturalization process required for all who have the United States Citizenship Test as a goal
14. **Competency-Based Instruction** Curriculum using specific objectives and performance-based learning to achieve performance standards
15. **Completion Based Allocation** Funding provided to local programs as a result of students attainment of specific goals.
16. **Computer-Assisted Instruction** A method of instruction using a variety of software to facilitate learning
17. **Consortium** A formalized agreement between two or more educating districts, with one designated the fiduciary, to provide educational services
18. **Cooperative Learning** A learning strategy that facilitates the sharing and exploring of knowledge
19. **Core Curriculum** The curriculum, which is approved by the state of Michigan, for the four content areas: language arts, mathematics, science, and social studies
20. **Core Indicator** Federally mandated indicators of performance included under the Workforce Investment Act, Title II that include (1) demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills; (2) placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment, or career development; and (3) receipt of a secondary school diploma or its recognized equivalent.
21. **Core Outcome Measures** Student performance requirements outlined in the National Reporting System that include outcome, descriptive, and participation measures that reflect the core indicator requirements of the Workforce Investment Act. Core Outcome Measures include educational gains, attainment of employment, retention of employment, receipt of secondary school diploma or GED
22. **Core Outcome Goal**
23. **Correctional Institution** Refers to any of the following: prison, jail, reformatory, work farm, detention center, or halfway house, community-based rehabilitation center, or any other institution designed for the confinement of criminal offenders
24. **Count Date** The officially established day(s) used in determining participant memberships (the number of full time equated participants) reported for State School Aid:
 - Fourth Wednesday in July

- Fourth Wednesday in September
- Second Wednesday in February (For a district not in session on that day, the immediately preceding day on which the district is in session must be used.)
- Fourth Wednesday in April
- **Supplemental Count Day** The second Wednesday in February

25. **Count Period** The period of time when participants who are not present on the count date can still be included in membership for State School Aid
26. **Count Week** The count date and the following six calendar days immediately following the count date
27. **Counter** A participant who qualifies for funding according to Section 107 of the State School Aid Act
28. **Course** A class approved by the local school board
29. **Criterion-Referenced Test** An assessment instrument developed and used to estimate how much of the content and skills covered have been acquired by the students assessed. Performance is judged against a set of criteria rather than in comparison to other students tested
30. **Desk Audit** An audit to verify that the district's pupil membership counts are supported by building/program alpha lists and are mathematically accurate. A desk audit must be completed for all districts and for every count period.
31. **Dislocated Worker** An individual, 18 years of age or older, who has been: (1) terminated, laid off, or received notification of termination or lay off, (2) is eligible for or has exhausted unemployment compensations, (3) has demonstrated attachment to the workforce but is not eligible for unemployment compensation, (4) is employed at a facility that will close within 180 days, (4) was self-employed but is unemployed as a result of general economic conditions, (5) is a displaced homemaker and is eligible for core services through the One-Stop Delivery System. (url - http://www.michigan.gov/mdcd/0,1607,7-122-1683_2988_2991-12925--,00.html)
32. **Economically Disadvantaged** Individuals (1) whose family income is at or below the national poverty level or (2) who receives public assistance
33. **Educating District** A local or intermediate school district that provides instructional services to a participant
34. **Educational Functioning Level (EFL)** An approach to measuring educational gain which is based on a set of levels in which students are initially placed, based on their ability to perform literacy-related tasks in specific content areas. A student is considered to have advanced if he/she demonstrates sufficient improvement to more one or more levels higher. (See table of Educational Functioning Levels)
35. **English Literacy and Civics Education Grant (EL Civics)** English Literacy and Civics Education (EL/CE) state formula grants funded by the U.S. Department of Education that provides English language learners with English literacy instruction and civics education to help them succeed at work, home, and in the community

36. **Eligible Provider** a local educational agency, community-based organization, volunteer literacy organization, institution of higher education, public or private nonprofit agency, library, public housing authority, or other nonprofit agency that can manage federal funds and provide services to adult education students.
37. **English as a Second Language (ESL)** Instruction in English language communication skills that enhance an individual's (whose native language is other than English) ability to read, write, speak, and listen in English. ESL consists of six levels (see table) as defined by the National Reporting System including:
- Beginning Literacy
 - Beginning
 - Low Intermediate
 - High Intermediate
 - Low Advanced
 - High Advanced
38. **Enrollment** The act of a participant registering in one of the following programs: adult basic education, English as a second language, GED preparation, high school completion, or a job or employment related program, that meets the requirements of Section 107 eligibility
39. **Environmental Scan** A compilation, mandated by the state as part of the Workforce Development Board Strategic Planning Initiative, of data including demographics, economics and business climate, education and training, technology, politics and legalities, social-cultural climate, transportation, and health, for a region
40. **Equipped for the Future** An initiative developed by the National Institute for Literacy to improve the quality and results of adult literacy, basic skills, and lifelong learning systems in the U.S. EFF focuses on accountability issues through a standards based reform initiative that establishes standards that can be tied to curriculum, instruction, assessment and accountability.
41. **Even Start Family Literacy Program** A program to help break the cycle of poverty by improving educational opportunities for families, by integrating early adult literacy, adult basic education, and parenting education into a unified literacy program that provides educational experiences for adults and their children who are eight years and younger
42. **Family Literacy** A program for adults with a literacy component for parents and children or other intergenerational literacy components. The Adult Education and Family Literacy Act of 1998 defines family literacy as "those services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate interactive literacy activities between parents and their children; training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; parent literacy training that leads to economic self-sufficiency; an age-appropriate education to prepare children for success in school and life experiences."

43. **Field Audit** Local district field audits verify that the district has included only those pupils with proper documentation in the pupil membership count. A narrative report is prepared which provides general and specific findings noted during the audit and final FTE adjustments as required.
44. **Full Time Equated /Full Time Equivalent (FTE)** An individual participant's pro rated share of membership, never more than 1.00 FTE per count date
45. **General Educational Development (GED Test) Preparation** Instruction designed to prepare participants to pass the GED tests (Language Arts Writing, Language Arts Reading, Social Studies, Science, and Mathematics) of high school equivalency
46. **General Educational Development** The tests of GED which provide a universally recognized high school credential for those who have not earned a diploma. The GED tests measure high school level knowledge and skills in five areas: Language Arts Writing, Language Arts Reading, Social Studies, Science, and Mathematics.
47. **GOALS 2000** The "Goals 2000 initiative includes eight national educational goals enacted by Congress in 1994 and has been endorsed by various educational, business, and parent groups across the country.
48. **High School Completion (HSC)** Instruction designed to fulfill the requirements for a High School Diploma for adults. Also called Adult Secondary Education
49. **Incentive Funding** Additional funding provided to state and/or local programs as a result of achievement of specific performance levels.
50. **Individualized Instruction** A method of instruction based upon a prescription designed to meet the assessed needs of an individual student.
51. **Job Referral** An employer generated referral requesting "remedial education" for an employee. For this purpose "Remedial Education" is defined as the instruction of communication and math skills necessary for the participant to overcome his/her deficiencies and improve his/her skills.
52. **Learning Centers (Learning Labs)** A methodology for delivery of instruction. FTE value is determined by the course/class in which the participant is enrolled.
53. **Least Literate** Individuals who have insufficient reading, writing, and computational skills considered necessary for functioning in everyday life including those individuals who score below an intermediate ABE or ESL educational functioning level.
54. **Literacy** An individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society
55. **Membership** The full-time equated number of participants actually enrolled and in regular daily attendance of the official count day in accordance with the State School Aid Act and Administrative Rules (in no case greater than 1.00 FTE per count date)
56. **Michigan Works!** Service Centers that provide one-stop access to a wide range of workforce and career development services to all Michigan residents including workforce development and career development programs, job training, employment guidance, support services, job listings, and information about education , internships, and apprenticeships.

57. **Michigan Works! Agency (MWA)** Serves as staff to the Workforce Development Board but is prohibited from providing direct services unless granted a waiver to do so.
58. **Most in Need** Defined in the Michigan Adult Education State Plan as individuals who have insufficient reading, writing, and computational skills considered necessary for functioning in everyday life including those individuals who score below an intermediate ABE or ESL educational functioning level.
59. **National Standards** Define the knowledge and skills adults need in order to successfully carry out their roles as parents and family members, citizens and community members, and workers.
60. **Needs Assessment** A systematic exploration of the way things are and the way they should be.
61. **Non-traditional Credit** High school credit awarded based on military experience, work experience, EDS Tests, or correspondence courses. Each educational agency is eligible to determine the type of non-traditional credit that may be awarded by local programs.
62. **Norm-Referenced Test** An assessment instrument developed and used to estimate how the students being assessed compare to other students in terms of performance on the test. Individual performance is judged in comparison to other students tested rather than against a set of criteria (example: TABE)
63. **One-Stop Center (Delivery System)** A center or system established by the local workforce investment board that establishes partnerships with local service providers to ensure that specified core services are provided to everyone and that access to specified intensive services and training is provided to those who need such assistance.
64. **Participant** A person in membership in a local or intermediate school district receiving instruction in an adult education program. A participant must be 20 years of age on or before September 1 of the relevant school year.
65. **Passing Time** An allowance included in the determination of an instructional hour for time required for participants to move from one consecutive class to another. Passing Time is generally a maximum time of five minutes.
66. **Performance Standards** Required by the Workforce Investment Act of 1998, each state is responsible for establishing performance standards related to the core outcome measures reported in the NRS. These performance standards include educational gains, employment, receipt of high school diploma or GED and placement in postsecondary education and training.-
67. **Performance-Based Learning** Learning by doing; immerses students in the act of performing an actual learning task; requires depth of knowledge and understanding that is evidenced through the performance itself
68. **Portfolio** Selected collections of a variety of performance-based work; examples may include writing samples, open-ended or extended response exercises, extended tasks, etc.
69. **Post Secondary** Refers to education after earning a high school diploma or GED
70. **Program Review** A periodic review of programs to ensure compliance with state and federal regulations.
71. **SCANS Competencies** Developed by SCANS, the SCANS report is a definitive study that outlines eight areas of emphasis needed to produce qualified, productive workers for the 21st century

72. **Section 107** That section of the State Aid Act which addresses membership requirements for adult education participants
73. **Section 504** Section 504 of the Rehabilitation Act of 1973 provides qualified handicapped individuals protection from discrimination under any program or activity receiving federal financial assistance.
74. **Single Record Student Data (SRSD)** The data storage system for the state which serves as the membership and data record for participants
75. **Standard** General expectation of knowledge and skills development
76. **Strand** A strand is the most general type of information; the label (word or phrase) for a category of knowledge. Strands are areas such as reading, writing, literature, listening, planning, management, energy, critical thinking and measurement.
77. **Student Goal** Learner's self-identified main and secondary reasons for attending an adult education class or program including but not limited to employment (attainment, retention, or improvement of employment level), attainment of high school diploma or GED, postsecondary or job training, improvement of basic literacy skills, attainment of citizenship or other personal, clearly definable outcome).
78. **TABE (Tests of Adult Basic Education)** Assessment instruments used to measure the basic academic skills in reading, language, mathematics, and spelling of adult students in adult education programs
79. **Term** A term class is one that lasts less than a semester. The FTE value for participants enrolled in a term class will be counted in the same manner as traditional classes.
80. **Unique Identifier Code (UIC)** The permanent number assigned to a student for his/her lifetime and recorded in the SRSD
81. **Work Keys** - Assessments that provide individuals with information about their workplace skill levels. This information combined with information about skill levels required for jobs can enable users to make better career and educational decisions.
82. **Workforce Development Board** Local boards consisting of elected and appointed officials and local business who are responsible for developing workforce investment plans, conducting oversight of the One-Stop system, youth activities, and employment and training activities under Title I of the Workforce Investment Act of 1998.
83. **Workforce Education** Job-related skill development to secure employment or to achieve an upgrade in employment
84. **Workforce Investment Act (WIA) of 1998** Replaced all previous job training legislation, except the Perkins Act, including the Job Training Partnership Act and the Adult Education Act, which is now called the "Adult Education and Family Literacy Act of 1998" or Title II of the Workforce Investment Act of 1998
85. **Workforce Literacy** The basic skills necessary to perform in entry-level occupations or the skills necessary to adapt to technological advances in the workplace
86. **Workplace Education** Training programs sponsored by employers that provide adult education and literacy instruction as well as job-specific instruction for employees in the workplace
87. **Workplace Readiness Skills** Employability skills instruction for adult education students

Educational Functioning Levels
ABE, ESL, and ASE

Federal Functioning Level	TABE		CASAS	
	G.E.	*Scale Score	**SPL	Scale Score
Beginning Literacy	0 – 1.9	R 367 and below M 313 and below L 391 and below		
Beginning Basic Education	2.0 – 3.9	R 368-460 M 314-441 L 392-490		
Low Intermediate ABE	4.0 – 5.9	R 461-517 M 442-505 L 492-523		
High Intermediate ABE	6.0 – 8.9	R 518-566 M 506-565 L 524-559		
Low Adult Secondary	9.0 – 10.9	R 567-594 M 566-594 L 560-585		
High Adult Secondary	11.0 – 12.9	R 596 and above M 595 and above L 586 and above		
Beginning Literacy ESL			0	151-170
			1	171-180
Beginning ESL			2	181-190
			3	191-200
			4	
Low Intermediate ESL			5	201-210
High Intermediate ESL			6	211-220
Low Advanced ESL			7	221-235
High Advanced ESL			8	236-245

*Represents TABE Form 7 & 8 Scale Scores. Total scores are used for each subject area.

**SPL – Student Performance Levels established by Mainstream English Language Training (MELT) Project in 1986 to describe ESL levels as distinct from grade levels used in regular ABE programs.